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ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. The multimedia kit contains nine packages, each analyzing one skills topic in reading. This eighth package, "Prescriptive Teaching for Improving Word Recognition Skills," is a companion for package three, "Diagnosis of Word Recognition Ability." This package provides a task-oriented guide to teaching competencies needed for the development of word recognition skills at both the beginning and intermediate levels of word analysis and decoding. The first two sections of the package discuss the acquisition of spoken words and of sight words. Section three provides information and suggestions for teaching word analysis through phonics. The fourth section presents other teaching techniques for developing word recognition. The section five describes the planning of a teaching program based on analysis of need. (TO)

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INSERVICE READING RESOURCE KIT

PACKAGE VIII

WORD RECOGNITION

Prescriptive Teaching for Improving Word Recognition Skills

a
companion package
for

Diagnosis of Word Recognition Ability
Package III

prepared by
Bureau of Reading Education
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1974

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Foreword

Prescriptive Teaching for Improving Word Recognition Skills is a companion package for Package III, Diagnosis of Word Recognition Skills. It provides a task-oriented guide to teaching competencies needed for the development of word recognition skills in both the beginning and intermediate levels of word analysis and decoding.

Because it is directed to basic competencies, it does not presume to include all teaching procedures related to word recognition used by skillful teachers of reading. Rather it is directed toward the basic skills considered most essential in a teaching repertoire if the reading instruction is to be prescriptively-oriented to individual student's needs and abilities.

The classroom teacher depending on his level of preparation or teaching skill may elect to use any part or parts of this package which will assist him in providing effective reading instruction in word recognition skills.

Teachers with little or no prior preparation for the teaching of reading may find it helpful to use the entire package as an introduction to the basic procedures in teaching word recognition through several avenues: sight, phonics, structural analysis or other means.

The contents of this package were prepared by the Bureau of Reading Education under the direction of Alberta Patch, Associate. Materials were contributed by Helene Gutherz, Reading Teacher, Pelham Central Schools, John Collis, P. J. Hutchins, Renee Levitt, Frances Morris, Samuel Shohen and Olga Vaughn, Associates in the Bureau of Reading Education. Dr. Marion McGuire, University of Rhode Island, Dr. Charles Reasoner, New York University and Dr. DeVillo Sloan, North Syracuse Central Schools, were helpful in

setting directions for the package contents. Gordon Spinney, East Greenbush Schools, assisted in editing and providing continuity. Irene Carlock, senior Librarian in Education was most helpful in finding sources of research to substantiate the validity of teaching practices included. Footnotes throughout include the major sources used in determining which teaching procedures should be developed in this teacher inservice resource package.

Jane Algozzine

PRESCRIPTIVE TEACHING FOR IMPROVING WORD RECOGNITION SKILLS

INTRODUCTION

This package is a companion to Package II, Diagnosis of Word Recognition Ability, in the Inservice Reading Resource Kit produced by the Bureau of Reading in the New York State Education Department.

The order in which the two packages will be used depends upon the classroom teacher's insights into how word recognition is taught. If the instructor already has a background in methods for teaching word recognition, he should begin with the diagnostic package. After determining a particular pupil's skills weaknesses and needs, the teacher will be ready to use this prescriptive package as an aid in extending previous knowledge.

The first premise of this package is that informal testing should be used to discover which word recognition skills the child already possesses and with which word recognition skills he needs help. Diagnosis of student abilities and the subsequent planning and implementation of appropriate learning sequences is known as diagnostic-prescriptive teaching. Such a procedure is the basis for greater individualization in teaching.

The second premise is that teaching word recognition skills provides means by which the student may more readily acquire additional sight vocabulary. The long-range goal is to help students reach a level of competency in which recognition is almost instantaneous with perception of the word.

Inservice Reading Resource Kit
Supplement to Package III
Diagnosis of Word Recognition Ability

PRESCRIPTIVE TEACHING FOR IMPROVING WORD RECOGNITION SKILLS

CONTENT OUTLINE

Introduction

Section One The Acquisition of Spoken Words

Section Two The Acquisition of Sight Words

- o Testing Previous Sight-Word Knowledge
- o Teaching New Sight-Words
- o Preparing Known-Word Banks
- o Testing Word-Learning Rate
- o Testing for Retention
- o Selecting Sight-Word Lists
- o Recording Progress in Word Recognition
- o Reinforcing Words Learned by Sight
- o Correcting Errors in Word Recognition

Section Three Teaching Word Analysis through Phonics

- o Testing Teacher Knowledge of Phonetic Principles
- o Testing Student Knowledge of Phonetic Principles
- o Analyzing Word Analysis Difficulties
- o Recording Word Analysis Difficulties
- o Keeping a Class Record
- o Planning Programs to Improve Word Analysis Skills

Section Four Other Teaching Techniques for Developing Word Recognition

- o Use of Commonly Spelled Sound Patterns
- o Use of Syllabication

Section Five Planning a Teaching Program Based on Analysis of Need

Section I

THE ACQUISITION OF SPOKEN WORDS

Before dealing at all with the acquisition of sight words, the teacher should understand how the child has developed his speaking vocabulary.

When the average child enters school, he has already acquired a basic vocabulary to provide him with a workable communication system. However, his present vocabulary may be inadequate for needs in a new and strange environment. To expand the child's stimulus-response system, the teacher must help him extend his word knowledge, determining his ability to cope with extended learning, his interest in learning, his particular learning style, and the extent of his language facility.[1]

Words are usually acquired by infants in the following sequence:

1. hearing spoken words as evidenced by moving head or eyes in direction of sound.
2. responding to spoken sounds as evidenced by an appropriate action or cessation of action.
3. imitating spoken sounds.
4. providing an appropriate vocal response to a specific stimulus.
5. using appropriate spoken sounds to provoke desired responses.

Learning to control volume, pitch, and articulation accompanies stages 3, 4, and 5, bringing added meaning to the communication process. Evidence

[1] Package I, Recognition of Readiness, of the Inservice Reading Resource Kit, has helpful suggestions for the classroom teacher in these areas. There are also many commercial materials and publications which provide suitable activities for encouraging language maturation.

that the child is acquiring language is revealed when he shows the ability to put words together in syntactical structure.[2]

By the time most children are ready to enter school they can use at least 5,000 words, many use 10,000, and some may use as many as 20,000 - 25,000 words in speech.[3] However, it is important to note that the listening vocabulary is well in advance of the actual speaking vocabulary and that the child may be able to pronounce a word which has no meaning for him because it is beyond his realm of experience.

[2]McCarthy, Dorothea, "Language Development in Children". In Carmichael, Leonard. (Ed.) Manual of Child Psychology, 2nd. Ed., Wiley, 1954, p. 492-630.

[3]Leonard Bloomfield and Clarence Barnhart, Let's Read, A Linguistic Approach, (Detroit: Wayne State University Press, 1961) pp. 9-10.

Section 2

THE ACQUISITION OF SIGHT VOCABULARY

This section deals with two important aspects of word recognition. One aspect is the child's ability to recognize words instantly and the other is the processes through which he acquires this skill.

We will be describing the following procedures:

- Testing Previous Sight-Word Knowledge
- Teaching New Sight Words
- Preparing Known-Word Banks
- Testing Word Learning Rate
- Testing for Retention
- Selecting Sight-Word Lists
- Recording Progress in Word Recognition
- Reinforcing Words Learned by Sight
- Correcting Errors in Word Recognition

o Testing Previous Sight-Word Knowledge

The acquisition of a vocabulary which can be recognized in written form frequently starts before the child enters school. Some children may recognize that a combination of certain letter symbols is used to label objects. Success in identifying such words is directly related to the need or interest in doing so. However, there are many children who have not learned any written words before entering school. Of this group, some will acquire a sight vocabulary rapidly; others will need more time. Correctness in making stimulus-response associations is dependent upon the child's attentiveness to the symbols, his ability to hear, to speak, and to conceptualize meaning.[4] The teacher cannot play an incidental role in this process. He must determine:

- skills the child already has acquired
- how ready he is to extend these skills
- what learning strengths he brings to the task

[4]Smith, H.P. and Dechant, Emerald V., Psychology in Teaching Reading, Prentice Hall, Inc., 1961.

- what learning rate and pace he can reasonably maintain
- how well-developed is his ability to recall.

These areas are actually principles of learning and have been dealt with extensively in the Readiness Package of the Inservice Reading Resource Kit. This package will not develop them further.

Teacher Task — Review Part III of that package, Inventory of Readiness Skills. The Illinois Test of Psycho-Linguistic Abilities, the Marianne Frostig Development Test of Visual Perception, and the Mills Learning Methods Test, as well as any of the numerous readiness tests commonly used in early primary grades, can also provide further insight into the child's maturation.

- Teaching New Sight Words

There are several procedures for teaching sight words. The Experiential Approach for learning to read is commonly used in pre-school and in kindergarten programs. When the child enters school, he finds familiar objects tagged with labels. The children "read" the labels until they learn to recognize some or many of the words without prompting.

In the Experiential Approach, chart stories are made by the teacher as the children relate an experience to him. It is important to accept the child's language, perhaps with minor changes at the teacher's discretion. In case of such changes, substitutions and alterations are explained. Simple vocabulary and a few short sentences are recommended.

The chart is developed as follows:

1. On the board, or on chart paper, the teacher prints legibly and precisely the words given by the child.
2. After recording the story agreed upon by those involved, he reads the story.
3. The children then "read" it with him, following his hand as he moves it across the chart.

4. Children may volunteer to read a part especially liked.

5. Before leaving the chart, everyone reads it again as a whole.

Later the teacher makes sentence and phrase cards from the story to be used in a variety of ways. Children may choose to illustrate these, pantomime them, perform with puppets to reconstruct the experience, arrange flannel board and bulletin board displays with the word sentences for captions, or do other creative, imaginative activities. Usually, the chart pages are saved and put together into a "Big Book" for frequent review and enjoyment. The children are given many opportunities to read these charts. Gradually this helps them acquire a bank of words needed in reading which they can recognize at sight. In the early stage of learning to read by this method, there is little emphasis placed upon letter-sound-relationships. However, children may begin to notice that certain written symbols consistentlyrepresent certain sounds in words which they hear and/or speak.

Children delight in dictating these stories over and over to an adult. They "read" them to themselves and others, often correctly identifying some written symbols which represent special words in the stories.

o Preparing Known-Word Banks

Obviously, in this complex process of learning to read, success hinges upon the acquisition and extension of a sight vocabulary. The procedure for learning a sight vocabulary preparing Known-Word Banks presented below are useful.

Teacher Task Study and carry out this suggested technique:

1. Begin with a word not previously known to the child*.

*Refer to Package III of the Inservice Reading Resource Kit, p. 2-6. Follow the recommended procedures for diagnosing word recognition.

2. Present it on a card providing suitable associative device(s) to develop meaning.

   present

   (Use such devices as "pretend" gifts. wrapped and ribboned for meaningful association.)

3. Say the word as the child sees it on the card.

4. Have the child say the word as he looks at it on the card.

5. Use the word in conversation:

   a. teacher - child — Teacher: Here is a present for you. Present

   b. child - teacher — Child: May I open my present now? Present

6. Provide a word card. If the child can write, guide him in printing the word on a card as he says the word.

7. Encourage the child to draw his own reminder cue on the back of the card as he says the word.

   present

8. Encourage the child to trace the letters with his index finger as he says the word.

9. Have the child add the card to his box of word cards. (Word Bank)

The steps that follow suggest ways for using the Word Bank:

10. Frequently, hear the child say or read his word cards.

11. Help the child create stories with words from his Word Bank.

12. Help the child find words used in other reading-related activities.

You will soon learn how to adjust these steps to fit the child's needs. Certain steps may need to be repeated, if the child does not retain a word: some steps may be omitted if a child grasps the word quickly. However, it is important that the student complete the first nine steps in one sitting. Provide frequent intensified practice and review to ensure mastery and maintain proficiency. Avoid teaching too many new words at a time. Using a Word

Learning Rate Test will help you determine how many words to teach at one time.

Teacher Task — Plan activities, games, and story times including words from banks. Children can sometimes make their own devices. Provide time to use and share the activities (See Chapter 10, "Word Recognition in Primary Grades," Improving Reading Instruction, Durrell, Donald D., World Book Company, pp. 204-224. Also: Fry, Edward B., Reading Instruction for Classroom and Clinic, McGraw-Hill Book Company, 1972, Chapter 4).

o Testing Word Learning Rate

A learning-rate test will give an indication of how many words a child can remember.[5] Select from a first reading book five or six unrecognized words for the child, at a level of interest and importance to him. Carefully print each in distinct letters on flash cards. Words selected should be distinctly different from one another and varied in length.

Present all the words using the first eight steps previously described under Preparing Word Banks. Then review them, mixing the order, asking the child to say the words, and giving help when needed. Continue the procedure until the student appears to have learned all the words in the learning rate test.

After at least an hour's interval, test the child on the words taught. Show the child each word and ask what it is. If he does not know, tell him. Record the number of words recalled correctly. Test again at the end of

[5]Durrell, Donald D., Improving Reading Instruction, World Book Company, 1956.

the day because there sometimes is fall-off of recollection.

On a later date, give the learning rate test again using new words and increasing the number until you have determined how many he can retain after a session. This is significant in terms of quantity and intensity of review needed for maintaining competence in a child's program.

The learning-rate obtained gives a point-of-departure only; a perceptive teacher will notice when children are able to cope with an increase in the number of words presented in a single lesson and will increase the number of words presented accordingly.

o Testing for Retention

Another simple strategy determines how many new words a teacher can expect a child to retain. If twenty words have been taught, but only five retained, the rate of introduction of new words must be stepped down. Often, by teaching half as many, the rate of learning will be doubled.

o Selecting Sight-Word Lists

Several educators have compiled lists of words basic to the content of intermediate textbooks and to basal readers for teacher's use. Probably in determining which sight words to teach the most used list is the well-known Dolch List of 220 Basic Sight Words which is included here.

This list has been in use for thirty-five years. It has been subjected to criticism in recent years and labelled as outdated. However, Harris and Jacobson's research findings[6] as well as Hillerich's[7] are supportive of its continued use.

[6]Harris, Albert J. and Milton Jacobson, Basic Elementary Reading Vocabularies, New York, Macmillan, 1973.

[7]Hillerich, Robert L., "Word List - Getting it All Together," The Reading Teacher, Vol. 27, No. 4, January, 1974, pp. 353-360.

These words often referred to as working words are the words a child must know in order to insure success with reading. They make up almost 50% of the content of intermediate textbooks of the interdisciplinary studies. The name "sight words" is given to these words because most do not follow consistent phonetic patterns and should be learned "by sight". The teaching of sight words requires many reinforcement, review, and practice activities since the child must recall them instantly.

Dolch 220 Sight Word List *

P-1	P-2	P-3	P-4	P-5
a	up	jump	good	at
I	blue	it	brown	all
too	she	play	six	by
two	yellow	down	be	do
to	he	for	today	are
the	go	old	not	him
in	you	is	little	her
see	we	me	one	on
into	big	look	black	green
and	red	can	my	so
P-6	**P-7**	**P-8**	**P-9**	**P-10**
eat	like	around	fly	make
four	come	was	then	your
said	had	just	but	ride
away	sew	ten	as	help
run	no	get	under	call
they	long	if	before	here
that	yes	soon	walk	sleep
going	an	its	stop	cold
did	three	some	out	will
who	this	from	his	pretty
P-11	**PP-1**	**PP-2**	**PP-3**	**PP-4**
them	or	must	how	please
when	ran	five	keep	upon
round	work	myself	drink	give
am	with	over	sit	once
white	there	cut	made	together

*Arranged by categories for instructional purposes in later activities presented in this package.

P-11	PP-1	PP-2	PP-3	PP-4
funny	about	let	went	us
put	after	again	has	tell
take	what	new	seven	ate
of	ask	well	right	where
say	sing	have	why	many

PP-5	PP-6	PP-7	PP-8	PP-9
warm	open	think	draw	wish
laugh	light	far	bring	carry
live	their	found	got	know
now	pull	read	always	only
came	may	were	much	pick
buy	goes	best	does	don't
very	small	because	show	gave
hold	find	grow	any	every
would	could	fast	try	which
hot	fall	off	kind	our

PP-10	PP-11
want	both
thank	shall
better	own
clean	hurt
been	eight
never	wash
those	full
write	use
first	done
these	start

o Recording Progress in Word Recognition

Teacher Task. Keep a copy of this (or another approvable list) in the child's reading folder. As he masters these words place a check beside that word on the selected list. Perceptive teachers help students "discover" words known to be on the list so they may be added to the child's bank.

Another means for keeping a record of progress in the child's acquisition of sight words might be that of color coding cards in the Word Bank. When the child can recall the word instantly on four consecutive days, the card can be tabbed with a blue marker, or it can be stamped with a

mark signifying merit to the child. On certain days previously designated, the child can be allowed to take home those cards (or copies of them) for which he has no further need. Incorporate one of these, or a similar practice, to keep records for your students.

o Reinforcing Words Learned by Sight

To reinforce words learned by sight good teaching provides a variety of activities.

Teacher Task — Study the sample reinforcement strategies described in the pages that follow. Prepare two additional excercises of your own.

Preparation:

1. Ditto the sight words in groups of ten - labeling each sheet P-1, P-2, etc.
2. Make sure the lettering is clear and large.

Objective: To have the student recognize the words quickly - without using the phonetic processes.

Procedure for each sight word sheet:

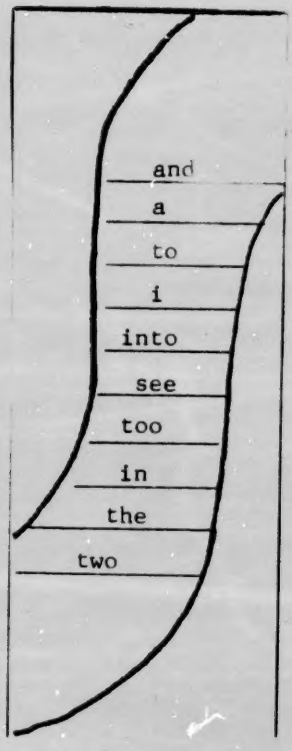
1. Write words from one list of ten on the board, one at a time calling attention to only the one word being presented. Point out any feature of the word which might aid in recognition.

   After presenting each word in P-1, erase the words and rewrite the list. Follow the example below.

	too			two
a			in	
	the		to	see
into			and	

   As a child reads a word correctly, he comes up, reads it to the group, and erases it. If he makes an error, he must leave it on the board and another child has a chance.

   Note: The more difficult words usually remain. This is a good indication of which words need more reinforcement.

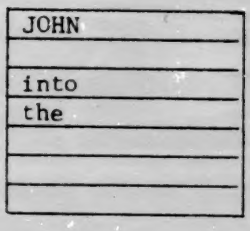


2. River of Sight Words:

Use large sheets of brown wrapping paper. Write P-1 words on the river. Do not use the same order of words as on P-1 list. Make a paper boat for each child. Label the boat SS David for example.

Note: Use "River" for review before presenting the next test.

Child proceeds up the river using his boat for a marker as he says each word. If he doesn't know a word, he "sinks." Say the word to the child, use it in a sentence, and have the child repeat the word as he leaves his boat along side of the word he missed.



3. At the same time, jot the missed word on a sheet of paper with the child's name on the top. This will be his study sheet. Go on to the next player. The winner is the child who goes through the "tunnel" at the end of the river, etc. When P-2 is introduced, following the procedure above, a second sheet is attached to the river, etc. A child who eventually goes through the tunnel, receives a word club star on his sheet.

4. Whenever time permits:

Sit down with one child and have him read his P-1 list. Circle any word giving him difficulty. Repeat the word, use it in a sentence, and have the child repeat the word. If all words are recognized without help, put a smiling face (or some such device) on the paper.

5. If the opportunity presents itself, the children can write the words giving difficulty on the board or on a typewriter. The object is to have as much reinforcement and practice as possible until all the words are learned.

Additional review and practice may also be provided through games such as those described here.

Hide-a-Word Game

Preparation: Write words being studied on 3 x 5 cards.

Game Rules: Hide the cards around the room. Have children find cards. A point is given for each correct answer. If a child is unable to read his card or answers incorrectly, any other child in the group may answer and gets a point for the correct response.

Hunting

Preparation: Write words being studied on 3 x 5 cards

Game Rules: Pass the cards to all but one of the children. The teacher or leader pronounces one of the words. The child without a card finds that word card and takes it. The child without a card is the new hunter.

Take a Giant Step

Preparation: Mark the floor into squares with a starting line and finish line.

Game Rules: Leader holds up a card with a sight word printed on it. If a child can read it, he advances one square. The person crossing the finish line first is the winner.

To provide practice in using the sight words in context, give out a large sheet of drawing paper to each child. The paper should be divided into four squares.

On blackboard: Use the sight words being taught to make sentences. The child copies each sentence into the squares and draws a picture illustrating the sentence.

Note: At first the sentences are simple because you are limited by the number of words that can be used. After a while, the sentences can become more complex as more of the sight words are introduced. The example below makes use of P-1 and P-2.

Draw a Picture

Make two blue	She sees a yellow
Make a big red and blue	We go to a red

Note: It is not necessary for everyone to attain mastery of a list before presenting a new sheet. Work individually with those who fall behind

Hanger Packs

Preparation: Each child has a hanger. The neck has been opened so that cards can be hung easily.

Procedure: As a child learns a word, he writes it on a 3 x 5 card, punches a hole in one corner, and hangs it on his hanger. These hangers can be used for practice and reinforcement for those children who have difficulty with retention. Children can team and practice together.

o Correcting Errors in Word Recognition

If a student makes an error in a word or does not remember a word in his Word Bank, it is important that he be given immediate help in learning it.

The Exemplary Center for Reading Instruction in Salt Lake City[8] has devised a twelve step strategy for instant error correcting. This technique

[8]Exemplary Center for Reading Instruction, Salt Lake City and Granite School Districts, 2870 Connor Street, Salt Lake City, Utah.

may be used to teach the student a word which he has missed, either in his reading of material, or in his review of words in the Word Bank.

Teacher Task — Study the first five steps described until you understand and are familiar with this process, which you will note was developed for five different children's responses. (Steps 6-12 are prepared for use after the child has learned the skills required for phonetic analysis and will be used later in this package.) Practice the technique in your classroom, applying it first with one student, and then with more, until you are comfortable with the procedure and can incorporate it as an essential teaching process.

Instant Error Correcting

Step 1. Write the word that a student does not read correctly on two oaktag flash cards (3" x 4"). Write it also on the student's record card. On the record card (RC) write what he said for what he should have said.

Case 1	Case 2	Case 3	Case 4	Case 5
sniff sniff RC-Nip/sniff	sniff sniff RC-Snip/sniff	sniff sniff RC-Snuff/sniff	sniff sniff RC-Nip/sniff	sniff RC-Niff/sniff sniff

Step 2. Ask each student to read the word from one of the flash cards.

sniff	sniff	sniff	sniff	sniff

Step 3. If he pronounces the word correctly, do not go through more steps. Give him one card. Add one card to his set of cards and plan to review with him daily.

Step 4. If he mispronounces the word the second time, record on the student's record card the word he said for what he should have said.

RC-snot/sniff	RC-Nip/sniff	RC-snaff sniff	RC-hit/sniff	sniff/sniff (That's correct!)

Step 5. If it is a sight word and he mispronounces it the second time, tell him the word. Have him pronounce it repeatedly. Use it in sentences

for him. Ask him questions about the word to elicit his understandings of its meanings. Ask for multiple correct responses of the word for ten seconds. (This is done by having him repeat the word as rapidly as he can for a timed ten seconds. Only accurate responses are accepted.) Give him one card. Add one card to his set of cards and plan to review with him daily.

Section 3

TEACHING WORD ANALYSIS THROUGH PHONICS

Ability to use sound-symbol correspondences is essential for the fluent readers.

In Section 3, we will be dealing with the following:

- o Testing Teacher Knowledge of Phonetic Principles
- o Testing Student Knowledge of Phonetic Principles
- o Analyzing Word Analysis Difficulties
- o Recording Word Analysis Difficulties
- o Keeping a Class Record of Word Analysis Skills
- o Planning Programs to Improve Word Analysis Skills

1. writing instructional objectives
2. SPPED and Other Management Systems
3. using available banks in selection of objectives
4. instant error correcting (based on word analysis)

o Testing Teacher Knowledge of Phonetic Principles

Teacher Task Ability to use sound-symbol relationships in reading unfamiliar words is essential for fluency. Since some teachers have not always been taught the phonetic principles that students need for word recognition, the first task in this Section will be to survey your understanding of the principles involved in phonetic analysis.

Teacher Pre-Survey

Test of Word Recognition Skills*

This is chiefly a test of your knowledge of phonics. ALL ANSWERS ARE TO BE WRITTEN ON ANSWER SHEETS. DO NOT WRITE ON THIS TEST. Work straight through the test. Finish one part before you go on to the rest.

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*This test was devised by Dr. Wallace Ramsey of the University of Kentucky. Its reproduction for use in pre-service education of teachers is granted. Reproductions for other purposes is reserved by the author.

Adaptations have been made in the test to tailor it to our needs.

I. Basic Sound-Letter Relationships

Directions: Listed below are 25 words in which certain sounds are spelled in an irregular manner. i.e. the sound is not spelled as it usually is. Pronounce each word to yourself. Say the sound or sounds represented by the underlined letters in each word. In each case decide what letter or combination of two letters other than the underlined letters usually stand for the sound. Print that letter or two letter combination after the item's number on the answer sheet. (Do not use two letters if one commonly stands for the sound.)

Examples: A. M i ss i o n — Sh on the answer sheet
d oe — o on the answer sheet

1. city
2. sew
3. laugh
4. weigh
5. police
6. telephone
7. why
8. school
9. union
10. from
11. his
12. said
13. busy
14. gentle
15. few
16. thank
17. picture
18. ocean
19. thought
20. exist
21. could
22. shoe
23. fished
24. does
25. quick

II. Hearing Vowel Sounds

Directions: Look at each group of five words on each line below. In each group find the word containing the sound given on the left at the beginning of the row. On the answer sheet write the word containing the sound. Only one answer is right.

26. a "short e" sound: 1-sad 2-red 3-reed 4-meat 5-hear

27. a "long a" sound: 1-pat 2-law 3-Paul 4-late 5-had

28. a "long i" sound: 1-bit 2-pain 3-unwind 4-mill 5-brief

29. a "short o" sound: 1-boat 2-lot 3-ford 4-how 5-hope

30. an "r controlled a" sound 1-sugar 2-but 3-can 4-fear 5-far

31. a "short i" sound: 1-pill 2-right 3-thief 4-pile 5-write

32. a "short a" sound: 1-beat 2-latch 3-mate 4-father 5-hate

33. a "long e" sound: 1-man 2-met 3-chief 4-misled 5-blend

34. a diphthong: 1-loop 2-hope 3-nothing 4-boiled 5-soup

35. a "schwa" sound: 1-mathematics 2-happy 3-misled 4-happiness 5-pretend

III. Identifying Vowel Sounds in Syllables

Directions: Look at each word on the left. Pronounce it to yourself and decide what kind of a vowel sound you hear when you pronounce the word. Then look at the syllables to the right of the word and decide which ones probably contain the same vowel sound as the word on the left. On the answer sheet identify the syllable or syllables containing the sound.

36.	light	1-cide	2-thic	3-tois	4-shi	5-tious
37.	break	1-ac	2-gla	3-vate	4-ranth	5-ar
38.	hot	1-bron	2-ploy	3-reis	4-dow	5-pood
39.	bread	1-blench	2-fer	3-gree	4-eld	5-tose
40.	flirt	1-ster	2-tur	3- quirt	4-hir	5-lar
41.	key	1-thet	2-fer	3-scone	4-ceous	5-steap
42.	threw	1-shoon	2-knout	3-rup	4-quip	5-loid
43.	build	1-clois	2-mic	3-quoit	4-smirch	5-tain
44.	pass	1-ar	2-tra	3-gant	4-tweak	5-waul
45.	now	1-tion	2-oub	3-tot	4-coph	5-pre

IV. Determining the Number of Syllables in Words

Directions: Look at each word on the left below. Decide how many syllables each has in it. On the answer sheet write the number which indicates the number of syllables in the word. (For example, if the word has three syllables, write number 3.)

46. surprise

47. manufacture

48. valentine

49. sentence

50. electricity

V. Silent letters in words

Directions: For each of the words below, decide which letter or letters are not sounded when you pronounce the word. On the answer sheet write the number that identifies the silent letters in the word.

51. In the word "fast" a silent letter is:

1-f 2-a 3-s 4-t 5-none

52. In the word "fail" a silent letter is:

1-f 2-a 3-i 4-l 5-none

53. In the word "blown" a silent letter is:

1-b 2-l 3-o 4-w 5-none

54. In the word "sigh" a silent letter is:

1-s 2-i 3-g 4-h 5-both g and h

55. In the word "knot" a silent letter is:

1-k 2-n 3-o 4-t 5-none

VI. Division of Words into Syllables

Directions: Look at each word on the left below. Decide how it should be divided into syllables. On the answer sheet identify the correct syllable division of the word.

56. cresset 1-cre es set 2-cre sset 3-cres set 4-cress et

57. bogle 1-bog le 2-bo g le 3-bo gle 4-bogl e

58. clonus 1-clo nus 2-clonus 3-clon us 4-cl on us

59. rebec 1-re be c 2-rebec 3-re bec 4-reb ec

60. aspidistra 1-asp id is tra 2-as pid is tra 3-as pi dis tra 4-asp id ist ra

61. kirtle 1-ki rt le 2-kirt le 3-kir tle 4-has only one syllable

62. pleach 1-pl each 2-p le ach 3-plea ch 4-has only one syllable

VII. Vowel Sound in Accented Syllables

Directions: Look at each word at the left in the items below. In each word the accented syllable is underlined. From the choices below the word, select the one that indicates how the vowel in the accented syllable should be pronounced. On the answer sheet indicate the number identifying your choice.

63. m i c r o b i d c i d e
1-like the o in "thrown"
2-like the o in "hop"
3-like the o in "boil"
4-like the o in "lemon"

64. p a r o t i d
1-like the o in "royal"
2-like the o in "most"
3-like the o in "melon"
4-like the o in "stop"
5-like the o in "forest"

65. l e a l y
1-like the e in "brief"
2-like the first a in "afraid"
3-like the a in "happen"
4-like the e in "per"
5-like the e in "bread"

66. h o o p o e
1-like the o in "reckon"
2-like the e in "lemon"
3-like the o in "blown
4-like the e in "best"
5-like the o in "moist"

67. M o z z e t t a
1-like the e in "lemon"
2-like the first e in "believe"
3-like the second e in "believe"
4-like the first e in "fertile"
5-like the e in "race"

VIII. Using Phonetic Spelling

Directions: Listed below are common English words spelled phonetically (as they are spelled in the dictionary to show how they are pronounced.) On the answer sheet PRINT each word as it is correctly spelled in ordinary use.

68. nit
69. kost
70. ak
71. bangk
72. sed
73. toiz
74. jenz
75. kan/ sel
76. si/ lans
77. mez/ alz

IX. Principles of Word Analysis

Directions: In each of the statements below, select the choice that completes the statement correctly. On the answer sheet identify the choice that you have selected.

78. If "cug" were a word, its first sound would be like that heard at the beginning of: 1-key 2-see 3-chop 4-go

79. If "gip" were a word, its first sound would be like that heard at the beginning of: 1-girl 2-ghome 3-car 4-job 5-catch

80. If a short word has only one vowel letter in it and that comes at the end of the word, the vowel sound is:
1-long 2-short 3-silent 4-diphthong 5-none of the previous

81. When two vowels appear side by side in a one-syllable word, the second vowel is usually:
1-stressed 2-short 3-silent 4-long 5-none of the previous

82. If a one-syllable word ends in a consonant and contains only one vowel, the vowel sound in the word is usually pronounced:
1-long 2-like a diphthong 3-none at all 4-short

83. If there are two vowels in a one-syllable word and the second vowel is an e and ends the word, the first vowel is usually pronounced:
1-short 2-long 3-not at all 4-as a diphthong
5-like none of the above

84. If "yeaz" were a real word, its vowel sound would be most like that heard in: 1-bread 2-feel 3-met 4-hat 5-hope

85. If "gop" were a word, its vowel sound would be most like that heard in: 1-hoping 2-scotch 3-floor 4-flow 5-boat

86. In English the accent in a polysyllabic (or "multisyllabic") word usually falls on:

1-the first syllable
2-a prefix
3-the last syllable
4-the first syllable of the root word
5-the second syllable of the root word

87. The vowel sound that occurs most often in unaccented syllables is:

1-the vowel heard in "me"
2-the vowel heard in "yes"
3-the vowel heard in "hat"
4-the second vowel heard in "label"
5-the first vowel heard in the word "into"

Ramsey Test of Word Recognition Skills

Answer Sheet

Name _____ Grade _____ School _____

I.

1	_____	19	_____	37	_____	55	_____	73	_____
2	_____	20	_____	38	_____	VI 56	_____	74	_____
3	_____	21	_____	39	_____	57	_____	75	_____
4	_____	22	_____	40	_____	58	_____	76	_____
5	_____	23	_____	41	_____	59	_____	77	_____
6	_____	24	_____	42	_____	60	_____	IX 78	_____
7	_____	25	_____	43	_____	61	_____	79	_____
8	_____	II 26	_____	44	_____	62	_____	80	_____
9	_____	27	_____	45	_____	VII 63	_____	81	_____
10	_____	28	_____	IV 46	_____	64	_____	82	_____
11	_____	29	_____	47	_____	65	_____	83	_____
12	_____	30	_____	48	_____	66	_____	84	_____
13	_____	31	_____	49	_____	67	_____	85	_____
14	_____	32	_____	50	_____	VIII 68	_____	86	_____
15	_____	33	_____	V 51	_____	69	_____	87	_____
16	_____	34	_____	52	_____	70	_____		
17	_____	35	_____	53	_____	71	_____		
18	_____	III 36	_____	54	_____	72	_____		

Ramsey Test of Word Recognition Skills

Answer Sheet

Name _____ Grade _____ School _____

I.
1 s
2 o
3 f
4 a
5 e
6 f
7 i
8 k
9 y
10 o
11 z
12 e
13 i
14 j
15 u
16 ng
17 ch
18 sh

II
19 o
20 gz
21 oo
22 oo
23 t
24 u
25 kw
26 red
27 late
28 unwind

III
29 lot
30 far
31 pill
32 latch
33 chief

IV
34 boiled
35 mathematics
36 shi cide

V
37 gla vate
38 bron
39 eld blench
40 tur ster hir quirt
41 steap
42 shoon
43 mic
44 gant
45 oub

VI
46 2
47 4
48 3
49 2
50 5
51 5
52 3
53 4
54 5

VII
55 1
56 3
57 3
58 1
59 3
60 3
61 3
62 4
63 1

VIII
64 3
65 1
66 3
67 1
68 night
69 coast
70 ache
71 banked
72 said

IX
73 toys
74 jeans genes
75 cancel
76 silence
77 measles
78 1
79 4
80 1
81 4
82 4
83 2
84 1,2
85 2
86 4,5
87 4

If you discover that you do have problems, it would be wise to refer to a reliable source for help. Some suggestions are:

Dechant, E. V. Improving the Teaching of Reading, Prentice Hall, Inc. 1964. Chapters 10 and 11.

Fry, Edward B. Reading Instruction for Classroom and Clinic, McGraw-Hill Book Company, 1972. Chapters 5 and 6.

Heilman, A. W., Phonics in Proper Perspective, Charles E. Merrill Books, Inc. 1964.

o Testing Student Knowledge of Phonetic Principles

The first step in organizing the classroom phonics program is to inventory student ability to apply phonetic principles.

Refer again to Package III of the Inservice Reading Resource Kit which deals with Diagnosis of Word Recognition.

Diagnostic Testing of Phonetic Principles

Following is a list of other phonics inventories for classroom use:

Alpert, Harvey, and Cravitz, Alvin, SPIRE, New Dimensions in Education, Inc., 1973.

Botel, Morton, Phonics Mastery Test of the Botel Reading Inventory, Follett Publishing Company.

Durrell, Donald D., Analysis of Reading Difficulty, Harcourt, Brace, and Jovanovitch.

McCracken, Robert, A., The Standard Reading Inventory, Pioneer Printing Company, Bellingham, Washington.

McKee, Paul, Inventory of Phonetic Skills, Houghton-Mifflin Co.

Phonics Knowledge Survey, Bureau of Publications, Columbia University.

You will want to acquaint yourself with the use of phonics inventory to use with your class or an individual in determining strengths and weaknesses in specific sub skills. One well known and commonly used diagnostic test with minor adaptations is included for your use in accomplishing this task.

Teacher Task Administer it to at least one student in your class who has problems in word recognition. Record his responses. You will use this record in succeeding Teacher Tasks.

READING SPECIALIST'S GUIDE FOR DIAGNOSING TROUBLE SHOOTING*

1. How much sight vocabulary has he? (Not pertinent to this Teacher Task)

2. Does he try to use context clues? (Not pertinent to this Teacher Task)

3. Does he know the names of the letters?

(Record the students knowledge of the letter names. Draw a circle around the misses; write the errors made.) Show the student flash cards of each individual letter. Say, "Read these letters".

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	G	W	X	Q	K	V	Y	H	N	O
r	o	n	i	m	y	t	v	k	p	a	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

4. Does he know the consonant sounds?

Show the letters on a card. Say,

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

Using this guide, record the student's errors by drawing a circle around the misses and writing in the incorrect responses.

Show these letter combinations on a card. Say,

b. "When these letters are together, what sound do they make?"

sh ch th wh ng

Draw a circle around the misses: Write the errors the pupil made. Use this to record student's performance.

5. Can he substitute beginning consonant sounds?

Make a flash card for each of the following sight words. On the back of the card, print the corresponding test word. Show the sight word first asking the child to read it. Tell him the word if he does not know it. Turn the card over and ask him to read the test word without help.

Record his performance by circling the misses on this sheet. Write in incorrect responses.

Sight words: man sent star night at hen blue kite their next hair

* Adapted from Teachers Guide for Remedial Reading, Wm. Kottmeyer, Webster 1959

Test Words: ban pent mar bight gat fen clue rite lair zest

6. Can he hear the short vowel sounds in words?

Say, "I am going to say some words. Listen and tell me which vowel sound you hear in each word." Record errors on this sheet. Circle the misses, writing incorrect responses above the word.

Test words: bread (short e) bunk (short u) snap (short a)
split (short i) block (short o)

7. Can he tell when vowel sounds are long in words?

Present the following words on flash cards.

Say, "Try to read these words as well as you can, even if you never saw them before."

Test words: teal vie shoal trite gate dune

Record errors on this sheet.

8. Does he know the common vowel digraphs?

Present the following words on flash cards.

Say, "Here are some words you probably won't know. Try to read them as well as you can."

Test words: nook awl coy flout stray maul foil jowl

Record errors on this sheet

9. Can he blend letter sounds to form words?

Present these words on flash cards.

Say, "Here are some nonsense words. They really are not words at all, but I'd like to see if you can read them."

Test words: fis lote gud keat hin sut jay
tope sive muts bame grue nibs pud
nobe beed nel bute kim sult faim

Record the errors on this sheet.

10. Does he make reversals?

Present these words on flash cards.

Say, "Read these words as fast as you can--hurry!"

Test words: pal even no saw raw ten tar won pot
rats keep nap tops read meat lap never

Present these words on flash cards. Record errors on this sheet.

11. Does he see the common prefixes as units?

Present these words in a typed list.

Say, "Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike dispay combent
ungate excry proread preread enstand

Record errors on this sheet.

12. Does he see the common suffixes as units?

Present these words in a typed list.

Say, "Read these nonsense words as well as you can."

Test words: marbing booker floorest daytion skinance
meanness chairly waterfull burnant truckous

Record errors on this sheet.

13. Does he see compound words as units?

Present these words in a typed list.

Say, "Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet broomfeather
paperjumper eatmobile spaderoom carthouse

Record errors on this sheet.

14. Can he divide long words into parts?

Present these words in a typed list.

Say, "Divide these words into parts by marking the parts (i.e., drawing lines between syllables). Read the words after you have marked the parts."

Test words: bombardment combination refreshment establishment
revolver entertain calculate cucumber

Record errors on this sheet.

Since the Trouble Shooter does not contain a discrete inventory of consonant blends in the initial, medial, and final positions, you will want to use or create another test to determine the student's performance level on these skills. It is difficult to find a test which determines with exactness what level of competency has been reached. These criteria should be used to determine thoroughness in the test instrument you are seeking.

1. Does the instrument test ability to recognize consonant blends through:

   - o Auditory discrimination
   - o Visual discrimination
   - o Verbal imitation

   not necessarily in order of learner's development

2. Does the instrument test:

   - o Recognition of consonant blends in initial, and final positions
   - o Child's ability to blend in each instance

Most teachers find an informal battery of test items gleaned from a number of sources most useful for making the above determinations.

The following sample shows a testing pattern that provides information needed for diagnosing exact needs of the child. (Note that a single test item does not provide sufficient evidence of competence from which to draw conclusions.)

Auditory discrimination: blend st

Teacher:

1. Listen to the words I say. When you hear the one that begins like step, clap your hands; spell shout sleep stamp
2. Listen to the words I say. If you hear the sound anywhere in the word like the one that begins the word step, clap your hands: football radish rested classes
3. Listen to the words I say. If you hear the sound at the end of the word like the sound at the beginning of step, clap your hands: sled spot fast shake

Visual discrimination: blend st

1. Look at this list of words on the board. Find the one that begins like the word underlined at the top of the list.

step
smell
slip
stop
shell

2. Look at the list of words on the board. Find the one that has the first two letters in the word at the top of the list.

step
letters
instep
basket
rafter

3. Look at the list of words. Find the one that ends with the same two letters that begin the word at the top of the list.

step
stop
first
shine
rasp

Verbal imitation

1. Repeat the words after me:

stop
stem
start
stick

2. mist
aghast
test
host

Blending Ability: consonant blend st

Here are some nonsense words. See if you can read them. They begin like step.

stipe
storly
steck
stang

Here are some nonsense words. They all end the same as step begins. Read them.

tapest
lodist
rannest
pamost

Teacher Task Develop a sequence of tests following the above illustration for a consonant blend of your choice. Use it to determine at what point a child may have difficulty using the blend.

The following list of consonant blends may prove useful as a resource for you in your work preparation:

LIST OF CONSONANT BLENDS

Consonants + r

br, cr, dr, fr, gr, pr, tr

Consonants + l

bl, cl, fl, gl, pl, sl

Consonant s + consonant

sp, sw, sk, st, sm, sn, sc

tw, dw

For our purposes qu in the initial position

For our purposes nk, ng in the final position

Three letter blends

scr, spl, spr, str, thr, squ, chr

Pre-requisites to teaching consonant blends:

Letter name knowledge
Single consonant symbol association with single consonant sound. Concepts of beginning, middle, and end.

Note: wh, sh, ch, th, and ck are consonant digraphs. The difference between a consonant blend and a digraph is that in a blend the sounds blend or glide together but retain their original sound, whereas in a digraph the consonants blend together and each loses its identity.

Consonant Blend Word List

Note: This list was compiled as an aid to teachers. It is by no means complete. However, it is important to have many examples at your fingertips.

br		cr		dr	
bread	zebra	crib	secret	dress	children
branch	umbrella	crack	decree	drip	laundry
brick	abroad	crab	decrease	drag	address
bridge	abrupt	cream	incredible	drop	adrift
brush	cobra	crash	dacron	drive	
brand	fabric	crown		drum	
brace	February	craft		drill	
brother		crush		dragon	
brave		crayon		drink	

fr		gr		pr	
fry	Africa	grow	program	prize	footprints
friend	defrost	grill	hungry	present	surprise
fright	grapefruit	grin	disagree	pretty	apron
freeze	afraid	grass	pilgrim	produce	express
front	defraud	groan	degrade	product	improve
frog		grab	fragrance	press	impress
French		grasp		pressure	
freight		ground		process	
freeway		great		prison	
freedom		gray		prunes	

tr		
truck	track	introduce
train	trick	distrust
trick	trim	patrol
trap	tramp	intrude
true	travel	intrigue
tragedy	tranquil	nostril
trail	tradition	neutral

bl		cl		fl	
black	oblique	clock	inclement	flag	influence
block	oblige	clap	exclaimed	flap	inflame
blast	ablaze	club	include	flip	inflate
blank		clear	incline	flat	inflict
blow		clown	enclose	float	muffler
blood		clam	nuclear	flock	overflow
blend		cliff	o'clock	flower	conflict
blouse		climb		flame	
blizzard		claw		fly	

Consonant Blend Word List (continued)

gl	pl		sl	
glass	plane	complain	sled	asleep
glue	plan	employer	sleep	landslide
Glen	plum	complex	slap	overslept
glove	plant	complete	slam	
glow	please	implement	slip	
glide	plug	airplane	slow	
aglow	place	implore	sled	
	plate	displease	slippers	

sp		sw	sk	
spin	wasp	swing	skull	desk
spot	grasp	sweep	skip	tusk
spill		swept	sketch	mask
spank		switch	skid	flask
space		sweet	skunk	
speak		sweater	skill	
spine		swim	skate	
special		swan	sky	

st			sm	sn
stop	lobster	first	smart	snow
stamp	instant	vest	small	snail
steps	lasting	fist	smell	snowman
stairs	upstairs	list	smile	snake
stem	haystack	dust	smother	snuff
stack	footstep	cast	smock	sneak
stump	understand	coast	smooth	sneakers
stick			smudge	snip
story			smug	sneeze
stone			smoke	sneer
stork			smog	sniff
start				

sc	tw	dw	qu	
scarf	twins	dwarf	question	quail
scale	twine	dwindle	quite	quack
scamp	twinkle	dwell	quart	quill
scoffer	twelve	dwelling	quiet	equal
scandal	twenty	dweller	quit	inquire
scatter	twig		queen	acquaint
scan	twist		quilt	
scamper			quick	
scald				

Consonant Blend Word List (continued)

nk		ng	nt	lk	nd
sink	drink	hang	hunt	sulk	blend
pink	bank	king	paint	silk	hand
wink	think	wing	tent	milk	wind
link	skunk	sing	elephant	walk	mend
bunk		ring	bent	chalk	pond
dunk		bang			land
junk		thing			grind
tank					

scr	spl	spr	thr	squ
scream	split	sprout	through	squeak
screen	splendid	spread	throat	squeal
scratch	splash	sprinkle	thrift	squeeze
screw	splinger	spring	three	squirrel
scrub	splatter	spray	throw	squash
scrap	splutter	sprint	thread	squadron
scrape	splendor	sprawl	throne	squall
scramble			thrust	squelch
			thrown	square
			throttle	squabble
			throb	squab
			threshold	squad
			thresh	

str		shr	sch	chr
straight	instruct	shrink	school	chrome
strange	instrument	shrub	scholar	Christmas
strip	destructive	shred	scheme	chronic
stripe		shriek	schooner	chromium
strap		shrill	schedule	
straw				
stray				
strong				
stretch				
string				
street				
strum				
stike				

Teacher Task — Select one skill need and plan a sequence of activities in which you:

1. Check to see if student has prerequisite skills related to that skill.

For example: In #5 "Can he substitute beginning consonant sounds," the student has made 3 errors in reading test words.

Check to see if: he knows the corresponding sound-symbol relationship for each initial consonant in the word misread?

(If not, you must first teach these and any others he may not recognize)

- he "knows" the sight words well enough to retain them while he performs test tasks? Check by having student read sight words.
- he can read the phonograms remaining when the initial consonants are omitted.
- he can blend the sound of b as in bad with the remaining phonogram

Based on students performance, plan or select from available instructional materials a sequence of activities you might use to develop his ability to substitute beginning consonant sounds. Use both visual and oral stimuli in your activities. Require both oral and written responses in your activities.

o Analyzing Word Analysis Difficulties

Teacher Task — You have now tested your own competency in word analysis and at least one student's strengths and abilities in analyzing words and prepared a test for at least one consonant blend. Here is a sample check list to be used with the test you made. Use it to analyze the student's performance when tested. This should help in planning or selecting learning activities for his program.

Sample Analysis of Student's Performance

(based upon test results of consonant blends)

Auditory discrimination

Student finds difficulty recognizing the specified sound in spoken words.
a. in initial position--
b. in final position--

Visual discrimination

Student has difficulty identifying the written symbol in listed words.
a. in initial position--
b. in final position--

Verbal imitation

Student has difficulty reproducing the expected sound in
a. initial position--
b. final position--

Concept of beginning, and final

Student has difficulty determining position of blend.--

Student does not have the concept of position of sounds (those at the beginning, those at the end).--

Association of symbol to sound and sound to symbol

Student has difficulty isolating the individual consonant sounds.--

Student has difficulty blending or teaming two or three consonant sounds.--

Knowledge of letter names and sound associated with these is incomplete.--

Differentiation between the consonant blends

When blends are isolated, the student has no difficulty. When combinations are introduced and distinction has to be made, there is a lack of auditory discrimination.--

Student had difficulty differentiating between sequence in a blend.--

o Recording Word Analysis Difficulties

The segment of work you have done with consonant blends has given you insight into this particular aspect of a phonetic analysis program. A complete testing of other phonic skills should be accomplished in like fashion. As results are determined and interpretations made, a system should be followed to manage the prescribed program.

The teacher should keep individual and class records of word analysis errors for use in planning a prescriptive program. An instrument such as one of those illustrated may be helpful. Errors should be recorded in pencil so that changes can be made as mastery is attained,

ILLUSTRATION OF RECORDING DEVICE FOR INDIVIDUAL FOLDER

Analysis of Reading Errors

| | | Mispronunciations | | |

Second Sample Record

the COOPER-McGUIRE
diagnostic word-analysis test

CLASS RECORD CHART[10]

Name

READINESS OBJECTIVES

Goal A R 1: Given groups of four letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy. (Test R 1)	m s b e r f t p d n h a w l g o k v u i j y q x z c	m s b e r f t p d n h a w l g o k v u i j y q x z c	m s b e r f t p d n h a w l g o k v u i j y q x z c	m s b e r f t p d n h a w l g o k v u i j y q x z c
R 2: The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher, with 80% accuracy. (Test R 2)	a c m s b e r f t p d n j h w i l g o k v u y q x z	a c m s b e r f t p d n j h w i l g o k v u y q x z	a c m s b e r f t p d n j h w i l g o k v u y q x z	a c m s b e r f t p d n j h w i l g o k v u y q x z
Goal B R 3: Given four pictures whose names begin with three different sounds, the learner will be able to mark the two beginning with the same sound as two dictated words with 80% accuracy. (Test R 3)	% 7 13 20 27 33 40 47 53 60 67 73 80 87 93 100	% 7 13 20 27 33 40 47 53 60 67 73 80 87 93 100	% 7 13 20 27 33 40 47 53 60 67 73 80 87 93 100	% 7 13 27 33 40 53 60 67 80 87 93
R 4: When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy. (Test R 4)	% 10 20 30 40 50 60 70 80 90 100	% 10 20 30 40 50 60 70 80 90 100	% 10 20 30 40 50 60 70 80 90 100	% 10 30 40 50 70 80 90
Goal C R 5: Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy. (Test R 5)	% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	% 5 10 15 25 30 35 45 50 55 65 70 75 85 90 95

PHONICS OBJECTIVES (Consonants)

Goal A P 1: The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 100% accuracy. (Test P 1)	m s b r f t p c(k) d n w c(s) h l k g(j) v y j z g	m s b r f t p c(k) d n w c(s) h l k g(j) v y j z g	m s b r f t p c(k) d n w c(s) h l k g(j) v y j z g	m s b f t p d n w h l k v y j g
P 2: The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 100% accuracy. (Test P 2)	m c(k) n s p d b g f t r k y h w g(j) v z j l c(s)	m c(k) n s p d b g f t r k y h w g(j) v z j l c(s)	m c(k) n s p d b g f t r k y h w g(j) v z j l c(s)	m c(k) n p d b f t r y h w v z j c(s)
...ble to make new words ...in known.	f ... d b	f r m d c(k)	f ... d	f r m

[10]Cooper, McGuire, Diagnostic Word Analysis Test Class Record Chart, Croft Educational Services, Inc., 1970.

o Keeping Class Records

Individual and class records will help you to group children for instruction and plan an instructional program directed to individual and class needs. The second sample record centers on a listing of instructional objectives in behavioral terms. Your school district may have a similar set of reading objectives. From those you may develop the list of instructional objectives your analysis of student skills indicates must be taught.

If such a set is readily available you may wish to go directly to Section 4, "Other Teaching Techniques for Developing Word Recognition."

If you have not previously worked with instructional objectives in behavioral terms, you may wish to peruse the next portion of this section which deals with writing your own objectives.

Writing Instructional Objectives

At the present time, many reading systems are recognizing that the selection of suitable instructional objectives is basic to efficiency in program planning. Therefore, you will find the next portion of the package focusing upon this aspect of prescriptive teaching. If you have had sufficient experience in this area, you may elect not to study this section.

If you have had previous experience in writing instructional objectives and have confidence in your ability to do this, you will by-pass this portion of the package. However, you may want to review or perfect your skills.

Teacher Task Study the accompanying instructions by Thorwald Esbenson of the Exemplary Reading Center in Granite City, Utah. Write some instructional objectives which fit the needs of one of your students following your testing of his word analysis skills.

WRITING INSTRUCTIONAL OBJECTIVES

By Thorwald Esbensen

For many years, educators have talked about the importance of instructional objectives. The purpose of an instructional objective is to make clear to teachers, students, and other interested persons what it is that needs to be taught - or what it is that has been taught.

A well-written instructional objective should say three things: It should say what it is that a student who has mastered the objective will be able to do. It should say under what conditions the student will be able to do this. It should say to what extent the student will be able to do this. To put the matter in a single sentence, a well-written instructional objective should specify under what conditions and to what extent a certain kind of student performance can be expected to take place.

Performance - conditions - extent. Let us consider, first, the word performance. Performing means doing. A student who performs something does something.

Here are two statements. Which one is expressed in terms of student performance?

A. The student will have a good understanding of the letters of the alphabet, A through Z.

B. The student will be able to pronounce the names of the letters of the alphabet, A through Z.

Statement B tells what it is that the student will be able to do. He will be able to pronounce the names of the letters of the alphabet, A through Z.

Statement A tells us that the student will have a good understanding of the letters of the alphabet. But this is not very clear. We cannot tell what it is that the student is supposed to be able to do as a result of this understanding.

Let's try another pair of statements. Which one is expressed in terms of student performance?

A. The student will have an adequate comprehension of the mechanics of punctuation.

B. Given a sentence containing an error in punctuation, the student will correct the mistake.

Statement B tells what it is that the student will do. He will correct the error in punctuation.

Statement A, which says that the student will have an adequate comprehension of the mechanics of punctuation, is rather cloudy. We cannot tell what it is that the student is supposed to do as a result of his comprehension.

At this point, an objective may be raised. Isn't the person who is comprehending something doing something? Isn't intellectual performance an acceptable kind of student performance?

Certainly. The difficulty is that mental activity, as such, is not directly observable. We cannot literally open up a person's head and see the thinking that is going on inside. If it is to be of use to us; a statement of performance must specify some type of behavior that can be observed.

This does not mean that we are not concerned about intellectual performance. It does mean that since mental activity, as such, is not directly observable, some type of behavior that is observable will have to stand for or represent the intellectual performance we have in mind.

For example, suppose that we are interested in having students know something about the writing style of Ernest Hemingway. Whatever may be intellectually involved in the attainment of this goal, it should be apparent that the language of our aim as stated leaves much to be desired.

What is the student who knows able to do that the student who does not know is not able to do? This is the important question because, until we have worked out a clear answer to it, we cannot measure the accomplishment of our instructional purpose. Although there is no single answer to the question we have posed (our objective of "knowing something" is too vague for that), here is a possible statement of desired performance: Given ten pairs of short prose passages - each pair having one selection by Ernest Hemingway and one by a different author - the student is able, with at least 90% accuracy, to choose the ten selections written by Hemingway.

Performance - conditions - extent. We have been talking about performance. Let us now consider conditions.

Here is one of our earlier statements concerning the alphabet: The student will be able to pronounce the names of the letters of the alphabet, A through Z. We have said that this statement is expressed in terms of student performance. Does this statement also set forth the conditions under which the performance is to take place?

No, it does not. For one thing, we cannot tell from our statement whether the student is to pronounce the names of the letters at sight or from memory. If the letters are to be shown, we do not know whether the student is to work with capital letters, small letters, or both. Nor do we know whether the student is to work with these letters in regular sequence or in random order. Obviously, each set of conditions is substantially different from the rest and will make its own special demands upon the student who attempts to accomplish the objective.

Let's examine two more statements. Which one sets forth the conditions under which a certain kind of performance is to take place?

A. Given the Dolch list of the ninety-five most common nouns, the student will be able to pronounce correctly all the words on this list.

B. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

Statement A, which tells us that the Dolch list of the ninety-five most common nouns will be used, sets the conditions for the demonstration of student mastery. We are told that these particular words, and no others, are the ones at issue for this objective.

Statement B, offering us only the dubious clue of "words found in most beginning reading books," does not tell us enough. Our conditions need to be defined more precisely than this.

We come now to the matter of the extent and level of performance. A well-written instructional objective will establish an acceptable minimum standard of achievement.

Look at this objective: Given twenty sentences containing both common and proper nouns, the student will be able to identify with very few mistakes both kinds of nouns. Does this objective establish

a minimum standard of achievement?

No, it does not. To say that the student is to perform "with very few mistakes" leaves open the question: How many mistakes are only a very few?

Here is the Hemingway objective we looked at earlier: Given ten pairs of short prose passages - each pair having one selection by Ernest Hemingway and one by a different author - the student is able, with at least 90% accuracy, to choose the ten selections written by Hemingway. Does this objective establish a minimum standard of achievement?

Yes, it does. The student is expected to be able, "with at least 90% accuracy, to choose the ten selections written by Hemingway." This constitutes a minimum standard of achievement.

Let's try one more objective: The student should be able to pronounce from memory, and in sequence, the names of the letters of the alphabet, A through Z.

Does this objective establish a minimum standard of achievement?

Yes, it does. The objective implies that we are looking for 100% mastery. However, we could, if we wanted to be explicit, restate our objective in this way: The student should be able to pronounce from memory, in sequence, and with 100% accuracy, the names of the letters of the alphabet, A through Z.

An instructional objective should not ordinarily be limited to specific means (particular materials or methods), but should be stated in terms that permit the use of various procedures. Look at this statement of an objective: Given the California Test Bureau's E-F level programmed booklet on capitalization, the student is able to

work through the exercises in this booklet with at least 90% accuracy. Is this objective limited to the use of a particular instructional item or procedure?

Yes, it is. The objective is expressed exclusively in terms of performance with a specific booklet. Although the particular kind of skill development that is promoted by this booklet is presumably also fostered by other instructional materials and methods, no such options are available under the terms of our objective as it is not written.

Look at this statement of an objective: Given twenty sentences containing a variety of mistakes in capitalization, the student is able, with at least 90% accuracy, to identify and re-write correctly each word that has a mistake in capitalization. Is this objective limited to the use of a particular instructional item or procedure?

No, it is not. The objective, as now stated, permits us to use a number of instructional items that show promise of being able to help students attain the desired performance. Among these items are not only the California Test Bureau's E-F level material, but the somewhat simpler C-D level presentation, a programmed booklet by D.C. Heath, Unit II of English 2200, Unit 9 of English 2600, Lesson 87 and 88 of English 3200, several filmstrips about capital letters, and so on.

Finally, a well-written instructional objective will suggest how its accomplishment can be measured. This follows from our view that a well-written objective specifies under what conditions and to what extent a certain kind of student performance can be expected to take place.

Look at this objective: The student should know the alphabet. Does this objective suggest how its accomplishment can be measured?

No it does not. The reason for this is that knowing the alphabet can mean different things to different people. Therefore, depending upon what is meant, the measuring of this knowing will take different forms.

Suppose we elaborate upon our objective so that it reads: Shown the letters of the alphabet in random order (in both upper and lower case form), the student is able to say the name of each letter with 100% accuracy. Does our objective now suggest how its accomplishment can be measured?

Yes, it does. It tells us that the student will be shown the letters of the alphabet, that he will be shown these letters in both upper and lower case form and in random order, and that he will be called upon to say with 100% accuracy the name of each letter shown. The objective, in other words, makes it plain how its accomplishment can be measured.

If teachers at all levels of schooling would be this explicit when writing instructional objectives, they might reasonably hope to eliminate almost immediately one cause of learning failure among students: the traditional fuzziness of classroom assignments.

o SPPED and Other Management Systems

The New York State Education Department has developed a bank of reading objectives which is available to the school districts in the state. A simple overview of the project is given here. Also included is a sampling, pulled at random, from the SPPED Bank.

The SPPED READING BANK is...

A Resource to be used by local school personnel in

- Defining the reading curriculum
- Planning instruction
- Assessing pupil progress

The SPPED objectives are not a reading program. They are the building blocks with which a school district or school can construct its own curriculum to meet the needs of local students.

THE SPPED READING BANK assumes...

- that learning to read is a developmental process through which students proceed at their own rate.
- that local reading curriculums should reflect the needs of local students.
- that local school personnel are in the best position to know the needs of local students.

Use of the objectives is compatible with any approach to the teaching of reading, but is especially appropriate for the diagnostic prescriptive approach espoused by the Board of Regents in its Position Paper on Reading.

THE SPPED READING BANK has...

- 1800 GENERIC OBJECTIVES--
  precise behavioral statements of reading activities in six major skill areas:

  Multisensory Readiness Skills
  Decoding
  Vocabulary
  Comprehension
  Location and Study Skills
  Reading in the Content Areas

- 300 CRITERION OBJECTIVES--
  to cluster related generic objectives and set standards of performance.

- Lists of elements--words, phrases, sentences, etc.--
  to transform generic objectives into instructional objectives.

- A growing collection of test items matched to objectives.

- A coding system that categorizes objectives, facilitates the screening and selection of objectives, and permits cross-referencing to test items and resources.

- A training manual that introduces the Bank, outlines procedures for

its use, and relates objectives to curriculum, instruction, and evaluation.

GENERIC OBJECTIVES are basic to the SPPED Reading Bank. A generic objective is both specific and general:

- Specific because it states the type of material to be used, the mode or manner of presentation, and the student response.
- General because it does not cite the exact content and may therefore be transformed into many different objectives at one or more levels of the curriculum.

This is a GENERIC OBJECTIVE (GO):

Given orally two words, the student says if the final consonant sounds are the same or different.

When, as specified, two words with final consonants are put into the GO, it becomes an INSTRUCTIONAL OBJECTIVE:

Given orally the words fat and sit, the student says if the final consonant sounds are the same or different.

Generic Objectives
Teacher Task Following the example on this page turn these generic objectives into instructional objectives.

002 002 004 009 000
Given orally the letters of a consonant digraph, and several pictures of objects, the student points to the object whose name begins with the given consonant.
002 002 004 011 000
Given visually a consonant digraph, and two or more pictures of objects, the student designates the object whose name begins with the given consonant.
002 002 004 012 000
Given visually a word, the student designates its initial consonant digraph.
002 002 004 014 000
Given visually a word, the student says another word with the same initial consonant digraph.

o Using Available Banks in a Selection of Objectives

Several publishers provide similar systems for management of reading programs. The intent is to help teachers in individualizing program and in planning skills sequences which are appropriate to student needs, interests, and abilities. Among these are such systems as:

- Read System, American Book Company
- Fountain Valley Teacher Support System, Richard Zwieg Associates Huntington Beach, California
- S. Alan Cohen's Taxonomy of Instructional Objectives, Random House
- Croft Inservice Program for A Systems Approach, McGuire, Cooper. Croft Ed. Pub. Inc.
- Unipac Delivery System, Educational Publications Incorporated, North Andover, Mass.
- The Wisconsin Design, Interpretive Scoring Systems, Minneapolis, Minn.

Teacher Task Develop one instructional objective for an individual or group of students, plan (or select) sequence of activities through which this objective will be achieved.

Develop a criterion activity by which you will judge whether individual students have mastered this objective.

o Instant Error Correcting (RX)
(Continued from earlier in this package)

Following the section of this package which dealt with sight word recognition, a program for Instant Error Correction was included. Since the first five steps dealt only with sight words, that part of the prescription was included in that part of the package.

When a child mispronounces a word which he should be able to analyze phonetically, the other seven steps of the prescriptive error correction should be followed. These steps are illustrated here.

Teacher Task Incorporate these steps into the instructional program for a student in your class who has problems in "sounding" words.

(Continued)

Step 6. If he mispronounces the word the second time, and it's not a sight word, ask him to sound it out if he has learned the sounds previously. Prompt him to recall sounds.

Case 1	Case 2	Case 3	Case 4	Case 5
s-n-c-f/ s-n-i-f	n-i-f/ s-n-i-f	s-n-a-f/ s-n-i-f	s-h-i-f/ s-n-i-f	(Not needed)

Step 7. If he is unable to sound out the word independently, put each sound of the word that was missed (e.g. initial consonant, blend, vowel) on a separate card (_____). If the error is in vowel discrimination, put the vowel that was said and the one that should have been said on separate cards. (Only do this if the substituted vowel is one that has been previously introduced. If the substituted vowel has not been previously taught, do not make a card for it.)

Case 1	Case 2	Case 3	Case 4	Case 5
i	sn	a i	sn sh	(Not needed)

Step 8. Have the student reproduce the sounds in isolation from the cards until he says the sounds correctly (_____).

Step 9. On cards write words he has learned previously which contain the same sounds he is reviewing in order to check the maintenance of the sound. Have him identify key sound being reviewed in these words.

Case 1	Case 2	Case 3	Case 4	Case 5
in	(not needed)	in an	sniff	(Not needed)
pin		pin pan	snip	
tin		tin tan	snap	
sit		sit sat	snow	
pig				

Step 10. Write on cards words he has not been introduced to which contain previously learned sounds and sounds being reviewed in order to check transfer.

Case 1	Case 2	Case 3	Case 4	Case 5
lit	snap	Sid pad	sniffs	(not needed)
pit	snip	lit tam	sniffing	
		pit dad	snag	

Step 11. Write the word mispronounced in sentences for the student to read. (Use only words learned previously in sentences.)

For the first 4 cases:

Ann can sniff.
Sam can sniff.
Nip can sniff.
Nip sniffs.
Nip and Tab sniff.
Can Nip sniff?
Did Nip sniff Sam?
Sniff the mint.

Step 12. Have the student read the word card to you until he can read it (_____). He will practice the word alone as well as with other words which have gone through these steps.

Case 1	Case 2	Case 3	Case 4	Case 5
sniff	sniff	sniff	sniff	(Not needed)

Section 4

OTHER TEACHING TECHNIQUES FOR DEVELOPING WORD RECOGNITION

A child needs to have other means for identifying a word when it is not part of his sight vocabulary and when he does not have a knowledge of phonetic skills to decipher it. Picture clues and context hints are then important to him when solving unknown words. Basal reader manuals and work books provide abundant practice in use of such skills. He also learns to identify words through the use of familiar configuration; for example, he may remember book because of the two eyes in the word which he must use to read it. Gradually he weans himself from such gimmicks if he meets with success over a period of time.

He also uses familiar parts of words plus meaningful context. For example, he meets the word recall, is helped to recognize the root word call, "call" or "get into communication with," in conjunction with "re," "bring back into one's memory" or "recall." Over a period of time, with proper instruction, pacing, and reinforcement, and with growing success he becomes independent when using word structures to effect closure.

The child who is most successful in reading is the one who can bring all the strategies to his command.

Sequences for teaching structural analysis may be found in most basal reading systems and in multi-level skills work texts of laboratories.

There are however two additional areas in teaching word recognition with which this section will deal. These are the approach to phonetic analysis which emphasizes phonograms or common spelling patterns and the use of syllabication as an aid in determining what an unfamiliar word is.

o Using Common Spelling Patterns

Many reading systems claiming a linguistic base develop the ability to use grapheme-phoneme correspondencies through affixing consonants and consonant blends to common spelling patterns of phonograms. The skillful teacher should be familiar with this approach as an alternative to systems which use separate letter-sound correspondencies as a base.

Teacher Task Using the technique described in the following sample, select a phonogram from the list of suggested patterns and write a plan for teaching it, proceeding from the auditory/visual to the generalization.

A. For motivation, show pictures of a hen, a pen, and men, eliciting oral responses from the students to get the correct label for each.

B. Establish that these words end with the same sound pattern, -en, and check to see that the child can discriminate this sound pattern when it is presented orally.

C. Present words visually. Have children compare words for visual likeness. Develop generalization about the common letter pattern, -en.

D. Capitalize on the language experience of the child to enforce the word meanings; if lacking, make provision, such as:

> Play a game with the pictures. Say, "I have a hen and a pen. Now, where are the men?" Children find missing card. Give such directions as, "Take the pen and draw a hen. Show it to the men."

E. Provide practice activities which require the substitution of various initial consonants or consonant blends such as: d, t, b, Gl, K to form words with -en. den, ten, Ben, Glen, Ken.

F. Provide reinforcement activities involving recognition of words using this spelling pattern until children achieve instant recognition of common words containing the -en pattern.

SUGGESTED PATTERNS

-ot	-op	-ell	-un
got	hop	bell	run
lot	mop	well	fun
not	shop	fell	bun
-ag	**-ick**	**-ed**	**-at**
rag	stick	fed	hat
tag	pick	shed	cat
bag	sick	bed	bat
-ing	**-ub**	**-all**	**-ish**
ring	rub	hall	fish
sing	sub	wall	dish
string	tub	fall	wish

This is not an exhaustive list. Any teaching manual or workbook is a good source for other patterns.

o Syllabication as an Aid to Word Recognition

This package does not intend to be exhaustive of all techniques related to developing word recognition skills. The use of syllabication as an aid to word recognition is limited to two basic concepts most useful to the reader. These are:

- the recognition that a polysyllabic word has as many syllables as there are vowel sounds in the word.
- polysyllabic words are sounded by blending the parts of syllables.

Developing the ability to apply these concepts to unknown polysyllabic words should be included in the classroom program for word recognition.

o Recognizing Syllables

In developing the concept of syllabication, the student begins with the auditory level. Once the ability to "hear" syllables is firmly established, the student then develops the ability to see syllables. The procedures

below are illustrative of simple techniques for developing the auditory and visual skills intrinsic to the use of syllabication.

Teacher Task — In the order described below, prepare a lesson which will enable the student to recognize the number of parts or syllables in selected words of two or more syllables.

Auditory Level

Using a simple procedure such as clapping hands each time a syllable is perceived, have students develop an "ear" for syllables. Begin with single syllables.

Proceed to words of three or more syllables as students evidence understanding of this concept and are able to respond correctly to the stimulus words spoken.

Example:	Clap	Clap	Clap	Clap
	bag	sad	sad	ness
	clap -	clap - slap	clap - clap - clap - clap - clap	
	con	tent ment	con sid er a tion	

Visual Level

After the student evidences mastery at the auditory level provide the visual presentation of the word as well as the oral stimulus.

Lead students to the identification of parts of words corresponding to spoken parts. (Application of spelling rules for syllabication are not important at this time and should be dealt with as spelling, not reading skills.)

Accept all reasonable responses which will illustrate the basic principle: each syllable contains a vowel sound.

Example: sud-den or sudd-en; part-ed or par-ted

Through your questions, have students observe that each part or syllable has a vowel sound in it. Establish the relationship between number of vowel sounds and the number of syllables in a word. (In your selection of words avoid words containing vowel digraphs for this activity.)

Provide practice sets of known words for students to examine and on which to test the principle. Keep task simple.

Continue to provide oral stimuli as needed until students evidence mastery of the application of the concept of syllabication to the stimulus words. Keep task simple. Use words familiar to students.

1. Place a check above each vowel (a, e, i, o, u), in these words

   Example: iron, open, glasses, remember, paper

2. Say each word. Tell how many parts or syllables each word has.

   Once the student has acquired this skill, the teacher may move to other principles of syllabication of value in decoding.

   Some commonly taught are:

   - le as an unaccented syllable in such words as handle, table, gentle.
   - the vowel digraph as a single vowel sound in a syllable.
   - -tion, -cion, -sion as syllables.
   - principles of open and closed syllables.
   - prefixes - suffixes as syllables.

Scope and sequences used in instructional materials are helpful in determining which additional generalizations are most useful to the reader and should be taught.

o Blending Syllables Into Words

Concomitant with dividing words, the student should develop the

ability to blend word parts into whole words. By beginning with familiar words, students will apply generalizations already internalized through speech as to stressed and unstressed syllables.

The teacher should note that any reasonable blending is allowable with difficult unfamiliar words and supply an oral model for correct stress if the blended parts are inaccurately accented in the student's attempt to produce a word's spoken equivalent.

Teacher Task — Locate or create at least three learning activities which will enable students to blend word parts into words. The sample below may help you to generate creative ideas.

Develop sets of syllables from which a number of words may be formed.

des	per	tem	ate

temperate - desperate

pic	nick	tur	ing

picnick -picnicking - picturing

con	ver	tion	ten	ver	sa

convention - conversation - contention

1. Place cards in order for any one of possible words

con	ver	sa	tion

2. Have student blend parts into a single word.
   (Note: Assist students if necessary with stress)

Teachers will move into more complex parts as students recognize vowel digraphs, additional prefixes, suffixes, effect of silent vowels, etc.

Section 5

PLANNING A TEACHING PROGRAM BASED ON ANALYSIS OF NEED

Teacher Task. You have determined specific problems in word recognition for a student or students in your class. You have also written a lesson plan for giving instruction in a specific reading skill. As a culminating activity prepare a work plan for a child in your program, and fill in for a short-range teaching program. It should be flexible so that as proficiency in a particular skill is acquired, the program will provide for reinforcement, review, additional practice if needed, and redirection as mastery is achieved.

This brief student record may be used as a guide and completed

Prescriptive Reading Work Plan

Pupil Billy Leonard Grade Placement 6

Instructional Reading Level 3.5

Specific Interests Sports and Horses

Word Analysis Difficulties

Date	Inventory Used	Previous Instructional Exposure
9/15/73	Kottmeyer Trouble Shooter Teacher made tests	S-F Basal Readers (1-4) H-M Basal Readers (1-3)

Specific Skills Needs (Prioritized)

1. Extension and Reinforcement of Sight Vocabulary
2. Blending three letter consonants - str, spr, scr, to decode unknown words as string, sprout, and scrape.
3. Blending of consonants and vowels in sequence to decode unknown words, errors:
   stirring for string
   spurring for sprung
   stork for stroke
4. Determining syllabic parts of words and blending into whole.

Instructional Objective.

(State a specific objective related to each skill need in behavioral terms.)

List Instructional materials and activities to be used in developing each skill.

Continue as above for each objective.

Now that you have completed this inservice in developing word recognition skills, be sure to use Package VII, Reading Comprehension Related to Thinking Process as an aid in expanding your skills in developing reading comprehension through questioning techniques.

CREDITS

- Exemplary Center for Reading Instruction, Salt Lake City, Ethna Reid, Director, for the following: "Instant Error Correcting," "Analysis Sheet for Recording Errors," "Samples of Useful Reading Objectives," "Sample Lesson Planning Procedures: Prescribing for the Task," and the brochure by Thorwald Esbensen, "Writing Instructional Objectives."

- J. Louis Cooper and Marion L. McGuire, the Croft Inservice Program - Reading. Word Attack Skills - A Systems Approach, New London, Connecticut, Croft Educational Services, Inc. 1972.

- Diagnostic Trouble Shooting Chart, reprinted from Teachers Guide for Remedial Reading by William Kottmeyer © 1959 with permission of Webster/McGraw-Hill.

- Wallace Ramsey, Test of Word Recognition Skills.